



The effect of knowledge sharing and motivation on competence with innovative behavior as a mediator variable (study on teachers in East Jakarta)

Section:
Business management

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Abstract

Purpose: This study aims to determine how the influence of Knowledge Sharing and Motivation on Competence mediated by Innovative Behavior in teachers in East Jakarta.

Methods: The research method used is a quantitative approach with data collection through google form. The population in this study were teachers in East Jakarta. The sampling technique in this study used purposive sampling technique with 100 respondents. Data analysis was performed using SEM (Structural Equation Modeling) with Smart PLS software to evaluate the relationship between variables.

Findings: The results of the study prove that (1) Knowledge Sharing affects Innovative Behavior, (2) Motivation affects Innovative Behavior, (3) Knowledge Sharing affects Competence, (4) Motivation affects Competence, (5) Innovative Behavior affects Competence, (6) Innovative Behavior indirectly affects Knowledge Sharing on Competence, (7) Innovative Behavior indirectly affects Motivation on Competence.

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh Knowledge Sharing dan Motivasi terhadap Kompetensi yang dimediasi oleh Perilaku Inovatif pada guru di Jakarta Timur.

Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan pengumpulan data melalui google form. Populasi pada penelitian ini adalah guru di Jakarta Timur. Teknik pengambilan sampel pada penelitian ini menggunakan teknik purposive sampling dengan 100 responden. Analisis data dilakukan dengan menggunakan SEM (Structural Equation Modelling) dengan perangkat lunak Smart PLS untuk mengevaluasi hubungan antar variabel.

Hasil penelitian membuktikan bahwa (1) Knowledge Sharing berpengaruh terhadap Perilaku Inovatif, (2) Motivasi berpengaruh terhadap Perilaku Inovatif, (3) Knowledge Sharing berpengaruh terhadap Kompetensi, (4) Motivasi berpengaruh terhadap Kompetensi, (5) Perilaku Inovatif berpengaruh terhadap Kompetensi, (6) Perilaku Inovatif secara tidak langsung mempengaruhi Knowledge Sharing terhadap Kompetensi, (7) Perilaku Inovatif secara tidak langsung mempengaruhi Motivasi terhadap Kompetensi.

Kata Kunci: Kompetensi, knowledge sharing, motivasi, perilaku inovatif

INTRODUCTION

In the era of globalization and digital transformation, education is critical for developing competent, innovative, and globally competitive human resources. Teachers play a central role in shaping student competence, but studies (e.g., Afkar, 2021) reveal that teacher performance in Indonesia remains low, exacerbated by the impending retirement of over 316,000 educators by 2026 (MoEC).

To address this, knowledge sharing (exchanging skills and experiences among teachers) and motivation (driving innovation and adaptability) are key strategies for improving competence. Innovative behavior—teachers' ability to develop creative teaching methods—may mediate the relationship between knowledge sharing, motivation, and competence. However, research findings are mixed: some studies show positive effects (Prasetyo et al., 2023; Dewi & Wati, 2024), while others find weak or negative correlations (Elyana, 2021; Anggraini & Mansyur, 2024).

Given these inconsistencies and the persistent low teacher competence in Indonesia (Effendi, 2023), further research is needed particularly in East Jakarta's education sector to clarify how knowledge sharing, motivation, and innovative behavior interact to enhance teacher competence. The findings could inform policies and strategies to strengthen Indonesia's education system amid global challenges.

This study aims to understand and find out the extent to which knowledge sharing and motivation affect the competence and innovative behavior of teachers in the East Jakarta area. In addition, this study also explores the role of innovative behavior as a mediator in the relationship between knowledge sharing and motivation to competence. Thus, the results of this study are expected to provide new insights into more effective human resource management, especially in the educational environment. Furthermore, this study can also provide recommendations for schools in East Jakarta in facing the challenges of improving teacher competence in the digital era and globalization.

THEORETICAL FRAMEWORK AND HYPOTHESIS

This theoretical framework highlights the interconnected elements of effective human resource management (HRM), emphasizing how competency development (knowledge, skills, attitudes)

aligns employees with organizational roles (Arief & Nisak, 2022; Noe et al., 2020). The framework demonstrates how knowledge-sharing cultures foster innovation through collaborative exchange (Azizi & Aulia, 2020), while motivated employees (Febyanti, 2023) drive the innovative behaviors (Susanti & Lizarti, 2021) that ultimately enhance organizational performance. Together, these components form an integrated system where HRM practices cultivate competent, collaborative, and motivated workforces capable of sustaining organizational success.

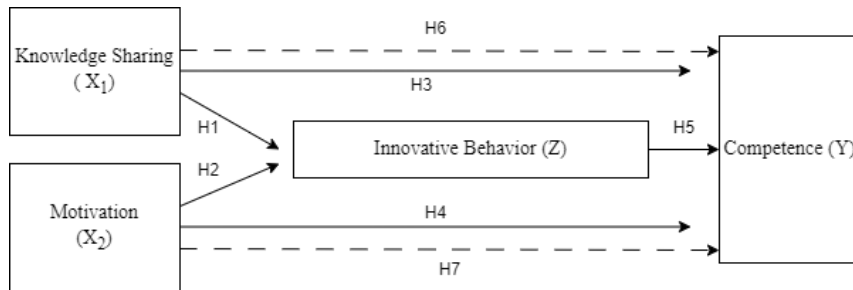


Figure 1. Research model

Relationship between variables

Through knowledge sharing, both actively providing and receiving information, employees feel more motivated to innovate, create new ideas and improve quality (Fikri & Laily, 2022). The more often employees participate in knowledge sharing, the greater the potential for innovative behavior. This is supported by Dewi and Wati (2024) knowledge sharing has a positive and significant effect on innovative behavior. Effective implementation of knowledge sharing, such as training or group discussions, can encourage innovative behavior by creating an environment that supports the exchange of knowledge, ideas and skills. Therefore, organizations need to build a culture of knowledge sharing to encourage greater creativity and innovation.

H1: There is an effect of knowledge sharing on innovative behavior

Employees who have a high level of motivation will be able to increase innovative behavior, because motivation acts as the main factor that directs energy and potential within. According to Novialni and Pragiwani (2020) motivation is an encouragement for individuals as a source of energy to move in meeting needs and completing work tasks in accordance with predetermined goals. This is supported by Fikri and Laily (2022) who state that there is a positive relationship between motivation and innovative behavior. Motivation is a psychological and physiological condition within a person that encourages and directs the emergence of innovative behavior.

H2: There is an effect of motivation on innovative behavior.

Knowledge sharing allows employees to exchange information, experiences and ideas that can expand knowledge and improve skills according to organizational needs. According to Panggabean and Silvianita (2021), knowledge sharing is defined as a core process in knowledge management that involves sharing information, experiences and ideas between individuals, groups or organizations. This is in line with Pratiwi et al., (2020) research, which states that knowledge sharing has a significant relationship with competence, where the more effective the knowledge sharing process, the higher the competence. Conversely, the low level of knowledge sharing will have an impact on low competence.

H3: There is an effect of knowledge sharing on competence.

Motivation plays a crucial role in improving competence, as it acts as a psychological driver that encourages individuals to try harder in achieving academic and professional goals. According to Herlissha et al., (2023), strong motivation not only increases enthusiasm for learning, but also effectiveness in carrying out academic tasks, thus strengthening competence in their fields. This opinion is in line with Prasetyo et al., (2023) which states that motivation has a significant positive effect on competence. Individuals with high competence tend to have good work motivation, while individuals with low competence generally have weak work motivation, which ultimately affects the results of their work.

H4: There is an effect of motivation on competence.

According to Susanti and Lizarti (2021), innovative behavior is an effort to create, promote, and implement new ideas in a work environment or organization to improve capabilities. This behavior includes individual actions that focus on beneficial innovation at various levels of the organization. This is in line with Situmorang et al., (2020), stating that innovative behavior has a significant effect on competence. Changes in competence can be determined by the level of individual innovation. The higher a person's innovative behavior, the easier it is for them to understand and improve their competence.

H5: There is an effect of innovative behavior on competence.

According to Azizi and Aulia (2020), knowledge sharing is a culture of social interaction that encourages employees to share knowledge, experiences, and skills within the organization, becoming an important element in efficient knowledge management. The more regularly the organization implements knowledge sharing, the more new ideas, understanding, and information emerge that influence innovative behavior, so that innovation can be realized (Prayoga et al., 2023). This process allows employees to exchange information, experiences, and ideas, which expands knowledge and improves skills according to organizational needs (Panggabean & Silvianita, 2021).

H6: There is an effect of knowledge sharing mediated by innovative behavior on competence.

According to Febyanti (2023), motivation is an impulse that influences a person to act, think, and feel according to certain conditions. Behavior based on motivation has energy, direction, and sustainability in its implementation. Motivation is also described as a psychological and physiological state that encourages individuals to take action to achieve certain goals. This internal drive is related to various factors that trigger and direct the emergence of innovative behavior (Fikri & Laily, 2022). According to Prasetyo et al., (2023), individuals with adequate competence tend to have high work motivation, while individuals with low competence usually have weak work motivation, which ultimately affects their work results.

H7: There is an effect of motivation mediated by innovative behavior on competence.

METHODS

This research uses quantitative research methods, which are suitable for investigating specific populations or samples by collecting numerical data for statistical analysis. Data is collected using structured instruments such as surveys or questionnaires that ensure reliability and validity. Analysis uses statistical techniques to test established hypotheses that provide empirical evidence of the relationship between variables. This approach aims to produce objective findings that can be generalized to a larger population that contributes to a deeper understanding of the research topic (Hendryadi et al., 2019).

Sample and procedures

This study employed purposive sampling to select 100 teachers from East Jakarta as respondents, following Sugiyono's (2019) methodology and meeting Bentler and Chu's recommended minimum sample size (Hendryadi et al., 2019). The sample criteria included actively teaching professionals with at least three years of experience in East Jakarta schools. The respondent profile showed a female majority (71%), with teaching experience distributed as follows: 18% with exactly 3 years, 59% with 3-5 years, and 23% with over 5 years of service. Regarding professional qualifications, 72% had completed their professional education while 28% had not yet undertaken such training. This sampling approach ensured representation of the target population while maintaining specific quality criteria for research validity.

Measures

Knowledge sharing has two dimensions, namely: knowledge donating and knowledge collecting. From these two dimensions there are twelve items developed by Putra (2018), an example of one of these items is "Coworkers in one department tell me what they know when I ask them". Measurement of motivation variables in this study is based on 5 indicators, namely: physical needs, needs for security and safety, social needs, needs for appreciation and needs for self-realization (Gunawan et al., 2020). The motivation variable has eight statement items. In addition, competence has 9 statement items with 5 indicators, namely: knowledge, understanding, skills, attitudes and interests (Aisyah, 2021). One of the items is "I show respect to coworkers". Innovative behavior has 4 indicators, namely: idea exploration, idea generation, idea championing, idea implementation (Hadi et al., 2020). The innovative behavior variable has 6 items, one example is "I often create innovative ideas that have never been thought of before". This study uses a Likert scale for the questionnaire measurement scale. The Likert scale in this study uses points 1 (strongly disagree) to 5 (strongly agree).

Data Analysis Technique

The data analysis technique in this study uses path analysis, in which data analysis is carried out using the Structural Equation Model (SEM) approach. The data obtained in this study were processed using SmartPLS software.

RESULTS AND DISCUSSION

Result

The findings presented in table 1 illustrate that all variables are associated with valid instruments. To ensure reliability, the Cronbach's alpha and Composite reliability values must be greater than 0.700, the Average Variance Extracted (AVE) value must be greater than 0.500 which indicates the presence of valid discriminant validity. These results confirm that all variables in this study meet the established reliability and validity criteria, thus strengthening the robustness of the measurement model applied in this study.

Convergent validity relates to the relationship between latent variable scores and reflection indicators. According to Ghozali dan Latan (2020), the value contained in the loading factor must be greater than 0.7. Can be seen in table 1. Which states that the loading factor value of each variable is valid or has a value above 0.7.

Table 1.
Convergent Validity

	Indikator	Loading factor	Cronbach Alpha	AVE	Composite reliability	Decision
Knowledge sharing	KS.1	0.742	0.943	0.813	0.954	Valid
	KS.2	0.739				Valid
	KS.3	0.793				Valid
	KS.4	0.788				Valid
	KS.5	0.828				Valid
	KS.6	0.747				Valid
	KS.7	0.745				Valid
	KS.8	0.797				Valid
	KS.9	0.807				Valid
	KS.10	0.799				Valid
	KS.11	0.823				Valid
	KS.12	0.782				Valid
Motivation	M.4	0.803	0.877	0.873	0.882	Valid
	M.5	0.839				Valid
	M.6	0.885				Valid
	M.7	0.846				Valid
	M.8	0.717				Valid
Competence	C.1	0.779	0.939	0.872	0.941	Valid
	C.2	0.814				Valid
	C.3	0.886				Valid
	C.4	0.763				Valid
	C.5	0.811				Valid
	C.6	0.773				Valid
	C.7	0.850				Valid
	C.8	0.852				Valid
	C.9	0.841				Valid
Innovative behavior	IB.1	0.781	0.894	0.754	0.896	Valid
	IB.2	0.863				Valid
	IB.3	0.808				Valid
	IB.4	0.777				Valid
	IB.5	0.830				Valid
	IB.6	0.789				Valid

Source: Data processed (2025)

Coefficient of determination (R-Square)

The R-square value in this study shows that the competency variable can be influenced by knowledge sharing and motivation by 0.873 or 87.3% (strong), the remaining 12.7% is influenced by other variables not examined in this study. In addition, the innovative behavior variable can also be influenced by the constructs of knowledge sharing and motivation by 0.895 or 89.5% (strong) and the remaining 10.5% is influenced by other variables not examined in this study.

Effect Size (F2)

The f-square analysis reveals moderate effect sizes across key relationships: knowledge sharing shows moderate influence on competence (0.181) and moderate-to-high on innovative behavior

(0.286), while motivation moderately affects both competence (0.260) and innovative behavior (0.207). Innovative behavior's impact on competence (0.150) also falls within the moderate range, demonstrating meaningful predictive relationships among all variables according to standard effect size thresholds (low=0.02, moderate=0.15, high=0.35).

NFI (Normal Fit Index)

The NFI value has several variations ranging from 0 (not fit all) to 1.0 (perfect fit). The NFI value can be declared perfect fit if it is close to 1. The NFI results of this study are at a value of 0.603 which can be declared to have a good fit.

Hypothesis Testing

The hypothesis testing results indicate that **H1** is accepted, where knowledge sharing has a significant effect on innovative behavior with a t-statistic of 4.280 > 1.96 and p-value of 0.000 < 0.05. This aligns with the research by Dewi and Wati (2024), which states that the higher the contribution of knowledge sharing, the higher the teachers' innovative behavior. **H2** is accepted, showing that motivation has a significant effect on innovative behavior with a t-statistic of 16.352 > 1.96 and p-value of 0.000 < 0.05, consistent with Fikri and Laily (2022) who found a positive relationship between motivation and innovative behavior. **H3** is also accepted, proving that knowledge sharing significantly affects competence with a t-statistic of 2.547 > 1.96 and p-value of 0.011 < 0.05, as mentioned by Pratiwi et al. (2020) that the more effective the knowledge sharing process, the higher the achieved competence. **H4** shows that motivation significantly affects competence with a t-statistic of 3.945 > 1.96 and p-value of 0.000 < 0.05, reinforced by Prasetyo et al. (2023) who stated that motivated individuals tend to have higher work competence. **H5** is accepted, indicating that innovative behavior significantly affects competence with a t-statistic of 3.138 > 1.96 and p-value of 0.002 < 0.05, consistent with the findings of Situmorang et al. (2020). **H6** is also accepted, showing that knowledge sharing on competence mediated by innovative behavior has a significant indirect effect with a t-statistic of 2.948 > 1.96 and p-value of 0.003 < 0.05. This means that increased knowledge sharing will encourage innovative behavior, ultimately improving teacher competence (Dewi & Wati, 2024; Situmorang et al., 2020). Finally, **H7** is accepted, demonstrating that motivation on competence mediated by innovative behavior also shows a significant indirect effect, with a t-statistic of 2.932 > 1.96 and p-value of 0.004 < 0.05. This indicates that motivation can enhance innovative behavior, positively impacting the improvement of teacher competence (Fikri & Laily, 2022; Situmorang et al., 2020).

Table 2.

Path coefficient and p-value

Variable	Original Sampel	Sample Mean	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-value
S → IB	0.232	0.231	0.054	4.280	0.000
M → IB	0.776	0.776	0.047	16.352	0.000
KS → C	0.215	0.216	0.084	2.547	0.011
M → C	0.253	0.252	0.130	3.945	0.000
IB → C	0.429	0.432	0.137	3.138	0.002
KS → IB → C	0.099	0.097	0.034	2.948	0.003
M → IB → C	0.333	0.337	0.113	2.932	0.004

Source: data processed (2025)

Discussion

This study demonstrates the critical role of knowledge sharing, motivation, and innovative behavior in enhancing teacher competence. The findings reveal that both knowledge sharing and motivation directly and significantly influence innovative behavior, though some contradictory evidence exists regarding knowledge sharing's impact (Anggraini & Mansyur, 2024). Furthermore, all three factors - knowledge sharing, motivation, and innovative behavior - show direct positive effects on teacher competence. Importantly, innovative behavior serves as a key mediator, with knowledge sharing and motivation indirectly enhancing competence through this pathway. These results align with previous research showing that motivated teachers actively seek innovative teaching methods (Fikri & Laily, 2022) and that knowledge sharing facilitates professional growth (Pratiwi et al., 2020). The study highlights practical implications for educational institutions, recommending the implementation of structured knowledge-sharing platforms, motivational programs, and innovation-focused initiatives to foster teacher development. By creating supportive environments that encourage collaboration and recognize innovative practices, organizations can effectively enhance both teacher competence and educational quality. These findings emphasize the interconnected nature of professional development factors in educational settings.

Limitations

This study has several limitations that may affect the interpretation of its findings. First, it is limited to the use of a sample of only 100 respondents so that future research is recommended to increase the number of larger samples, expand their geographic coverage and use different analytical techniques to increase the robustness of future findings. Secondly, this research is limited in time, so it is recommended to design a more maximized data collection schedule to reach more respondents.

CONCLUSION

This study presents several main conclusions regarding the relationship between knowledge sharing, motivation, competence and innovative behavior. First, knowledge sharing has a significant direct effect on innovative behavior, which means that knowledge sharing plays an active role in encouraging teachers in East Jakarta to behave innovatively in their work environment. In addition, motivation also has a significant direct effect on innovative behavior, which indicates that the higher the motivation teachers get, the greater their encouragement to behave innovatively at work. Knowledge sharing also has a direct effect on competence, which means that active knowledge sharing can improve teachers' abilities and expertise in carrying out their duties. Similarly, motivation has a direct influence on competence, where motivated teachers are more open to learning and self-development, thus improving their competence. In addition, innovative behavior has a significant direct effect on competence, indicating that actively innovative teachers can improve their quality and expertise in their work. Not only that, knowledge sharing also has a significant indirect effect on competence through innovative behavior, which means that knowledge sharing not only improves teachers' abilities directly but also encourages innovative behavior which ultimately strengthens their competence. Similarly, motivation has an indirect effect on competence through innovative behavior, indicating that the motivation teachers get can encourage them to behave innovatively which ultimately improves their competence.

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Declarations

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Data sharing is not applicable to this article as no new data were created or analyzed in this study.